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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 32 titles deal with a variety of topics, including the following: (1) textual relations within the written and spoken modes; (2) the construction of stance in conflict narrative; (3) the relational base theory of phrase structure; (4) the structure and function of "one"-anaphora in English; (5) the relevance of focus and ground in semantic analysis; (6) the formal grammar of switch-reference; (7) lexical representations and the semantics of complementation; (8) the semantics of English spatial prepositions; (9) aspects of poetic metaphor; (10) self-creating narrative in film and fiction; (11) play and language in premature infants; (12) the subject and infinitival complementation in English; (13) aspect, word order, and voice; (14) the intelligibility of political metaphors; (15) language in oral histories; (16) a grammar of the English comparative; (17) pitch-prosody patterns in three-, four-, and five-year-old children; (18) linguistic representation and the determinacy of sense; (19) models of gap-location in the human language processor; and (20) the effect of pictures on word acquisition and comprehension in beginning reading. (FL)

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A MODEL OF TEXTUAL RELATIONS WITHIN THE WRITTEN AND SPOKEN MODES

BIBER, DOUGLAS EDWARD, PH.D. *University of Southern California*, 1984. Chairman: Professor Edward Finegan

This study proposes a model to account for certain linguistic relationships between the written and spoken modes of English and to describe the place of several discourse genres with respect to "typical" speech and writing. The model identifies four textual dimensions that distinguish among written and spoken text types and describes the relationships among text types along these dimensions. The model thus provides a foundation for an overall taxonomy of text types.

While previous research has produced contradictory findings concerning the linguistic relationship between speech and writing, this study demonstrates that these contradictions arise from assigning undue weight to individual linguistic measures, or to choice of particular text samples and text types. The study corrects these shortcomings and shows that no single textual dimension (such as complexity, explicitness, or contextualization) can account for the differences between speech and writing; it further shows that apriori restrictions on the selection of comparable text types are not well-founded.

The terms oral and literate are defined with respect to the linguistic markedness of a given text type within its respective mode. The textual dimensions of markedness are defined empirically for English. Forty-one linguistic features in 301 text samples of approximately 2000 words each are analyzed through multivariate statistical techniques. The results reveal four underlying textual dimensions defining the oral/literate continuum: Difficulty of the Comprehension/Production Task, Focus of Content, Orientation of Interaction, and Reference to a Distant Context. The location of thirteen spoken and written text types are specified in this four-dimensional space. From this analysis, an overall model of oral and literate textual relations is derived. The terms speech and writing are used for texts produced in these two physical modes. The distinction between speech and writing is described through a comparison of the same communicative tasks across the two modes. The resultant analysis demonstrates the existence of a spoken/written distinction, characterized by a situational versus abstract informational focus and the degree to which informational prominence is explicitly marked. Finally, it is shown how this model can reconcile the contradictions found in previous research and provide a framework for further investigation.

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THE CONSTRUCTION OF STANCE IN CONFLICT NARRATIVE

Order No. DA8417268

BOWER, ANNE REBECCA, PH.D. *University of Pennsylvania*, 1984. 384pp. Supervisor: William Labov

This study investigates the ways and means by which speakers present themselves in oral narratives of personal experience that deal with interpersonal conflict. The narratives are about the hard feelings, complaints, confrontations, quarrels and fistfights that arise between residents on two working class, Irish-American, neighborhood blocks in inner city Philadelphia. Two aspects of personal narrative about conflict are taken as problematic, what is it exactly that speakers are talking about, and, how do they talk about it.

This study takes the point of view that a serious concern with linguistic description and theory must incorporate a major commitment to ethnographic methodology and analysis. The data were collected in participant observation studies on the two neighborhood blocks (1973-1979). The social setting in which conflict arises, the meaning of conflict for residents in terms of the social structure of block life, and the way in which residents handle conflict are analysed and shows that reasonable, rational behavior is the ideal in handling conflict. It is the central issue that speakers are concerned with in conflict narrative, where speakers present their behavior in terms of this ideal, i.e. they construct a stance for themselves.

The construction of stance is examined at three inter-related levels of narrative: in the overall structure of the narrative, in the evaluative function of the narrative specifically, and in the grammatical constructs that constitute the narrative and evaluative clauses. The semantic and grammatical components of two evaluative devices--evaluative brackets and deliberative listing--are analyzed with regard to their function in the construction of stance. With these devices speakers justify, explain, and maximize their actual behavior in the conflict situation in terms of the ideal of reasonable behavior. In this way, speakers use the resources of the language to present themselves as reasonable actors in conflict situations.

TOPICS IN THE SYNTAX AND SEMANTICS OF INFINITIVES AND GERUNDS

Order No. DA8410273

CHIERCHIA, GENNARO, PH.D. *University of Massachusetts*, 1984. 487pp. Director: Professor Barbara Hall Partee

This work is intended as an inquiry into the nature of predication in natural languages. The theory of properties and predication built into Montague semantics is based on Russell's theory of types and a possible world approach to intensionality. It is argued that any theory so conceived turns out to be inadequate for the analysis of linguistic facts related to nominalization. An alternative theory inspired by work on second order logic by Cocchiarella is developed. Such a theory tries to make precise Frege's insight that properties have two modes of being: as predicable structures properties are intrinsically unsaturated (something like propositional functions); such structures are, however, systematically correlated to individuals (actions, kinds, etc.). Nominalized predicates purport to refer to individual correlates of propositional functions.

This semantic model of predication (SMP) is built into a Montague-style categorial grammar and argued to provide several results. In the first place, it embodies constraints on possible typs of natural language meanings that rule out a number of a priori conceivable and yet unattested grammatical processes. It also sheds light on various distributional paradigms of English predicative expressions. In particular, the distribution of PRO (the null subject of infinitives postulated within the transformational tradition) is shown to be deducible from SMP.

Our account is crucially based on the hypothesis that infinitives and gerunds are not clausal or propositional constructions and tries to provide support for such an hypothesis, also drawing from analyses of various anaphoric phenomena.

If infinitives and gerunds do not have a propositional nature, a new account of control is called for. Control is argued to be an entailment licensed by a certain class of predicates. A general characterization of such entailments is offered in the form of a meaning postulate. It is furthermore argued, following an idea of Williams, that semantic predication is encoded in the syntax as some sort of coindexing between subjects and predicates. This device interacts with the notion of semantic function-argument structure to provide elements of a theory of binding not based on phrase structural configurations.

THE RELATIONAL BASE THEORY OF PHRASE STRUCTURE

Order No. DA8414356

CONDON, SHERRI LEE, PH.D. *The University of Texas at Austin*, 1983. 160pp. Supervising Professor: Carl LeRoy Baker

Traditional generative grammars consist of rules and conditions on rules, but recent grammars have been formulated in terms of representations and conditions on representations. Yet generalizations about phrase structure, such as the X-bar conventions, are still expressed as conditions on phrase structure rules.

In this dissertation a theory of phrase structure is described in which phrase structure rules are eliminated. The phrase structure representations which are assigned to sentences in this theory must satisfy many conditions, but only one condition is expressed as a condition on phrase structure representations. Instead, structural primitives such as dominance are used to define three universal *constituent relations*: HEAD, SPECIFIER, and COMPLEMENT. The conditions on phrase structure representations are then derived from conditions on the three relations. The single condition on phrase structure representations is a requirement that one of the three constituent relations hold between each constituent and the node which immediately dominates it. Motivation for distinguishing the constituent relations is presented, especially for the distinction of two non-head relations, COMPLEMENT and SPECIFIER. It is demonstrated that the definitions and properties of the relations have several attractive consequences in modern generative theory.

In order to determine the variation for which a theory of phrase structure must account, facts about languages which have been described as typologically different from languages like English are presented. It is suggested that many facts about languages with free word order follow from a requirement that constituent relations be distinct.

The predictions of the theory are tested in a variety of languages. Some constituents in which it is not clear that constituent relations hold are used to test the claim that a constituent relation holds between each constituent and the node which dominates it. It is argued that the theory makes correct predictions about complementizers and auxiliaries, and alternative analyses of topicalized sentences are suggested.

THE STRUCTURE AND FUNCTION OF *ONE*-ANAPHORA IN ENGLISH

Order No. DA8413765

DAHL, DEBORAH ANNA, PH.D. *University of Minnesota*, 1984. 277pp.

Despite the attention that has been focused on anaphora in generative grammar, there has been little discussion of the anaphoric relationship illustrated in (1) and (2). (1) Bill doesn't have a job, and Ann doesn't have one, either. (2) The red book is on top of the black one.

This relationship, termed *one*-anaphora, is described at the noun phrase, sentence, and discourse levels, and some implications of this analysis for grammatical theory are discussed.

At the sentence level, it is found that modified *one*-anaphoric NP's as in (2), occur relatively freely. Unmodified *one*-anaphoric NP's, as in (1), on the other and, are more restricted. Regarding the interpretation of *one*-anaphors, it is argued that Chomsky's proposals for definite anaphora can be extended to account for *one*-anaphora.

At the discourse level, it is demonstrated, in contrast to previous claims, that discourse pragmatics plays an important role in accounting for *one*-anaphora. Three information statuses, topic, activation, and dominance, affect *one*-anaphora in discourse. It is shown that the referent of a *one*-anaphoric NP is a member of an activated set which is the topic of the clause in which the *one*-anaphoric NP occurs. In general, this topic is established as a potential topic of its clause as the result of activation by a dominant NP in the previous utterance. It is shown how this proposal, which is based on discourse considerations, can be used to predict certain apparently NP- and sentence-level restrictions.

This finding is claimed to have important consequences for grammatical theory. That is, it is not generally feasible to separate phenomena that are due to rules of sentence grammar from those that are consequences of discourse pragmatic principles, without considering discourse contexts. Thus, rules of sentence grammar can be formulated in the most general way only if the discourse environment is considered, so that pragmatically-based problems can be factored out of sentence grammar.

ARGUMENTS AND EXPLETIVES: THEMATIC AND NONTHEMATIC NOUN PHRASES

Order No. DA8416086

DAVIS, LORI JO, PH.D. *The University of Connecticut*, 1984. 242pp.

In recent work in generative syntax there has been a move away from the study of language particular rules to the study of universal principles. As developed in the Government-Binding theory, the system of syntactic principles can be divided into several subsystems. In this study I will focus on theta theory, the subsystem of principles dealing with the thematic roles (theta roles) assigned by a predicate to its arguments.

Arguments include (potentially) referential noun phrases. In addition to arguments, there are also noun phrase expletives, semantically null placeholders. Theta theory, interacting with the other subsystems, will ensure that arguments and expletives occur in complementary distribution.

Theta theory, though, will not predict the distribution of different expletives. For example, in English there are two expletives, *it* and *there*, which occur in complementary distribution. I will provide an account of this distribution, and this account will have consequences which explain the behavior of arguments and expletives generally, not simply the behavior of English noun phrases. To demonstrate this, I will examine expletives in Italian, French, and Dutch. It will be argued that the null expletive in Italian, the French expletive *il* and the Dutch expletive *het* all pattern like English *it* rather than *there* (contrary to what has been assumed elsewhere). The analysis will have entailments affecting the subsystems of Government, Control, and Abstract Case, and the theory of argument structure and morphology.

The treatment of expletives in French and Italian will lead to an investigation of the null subject parameter. This in turn will prompt a close examination of the definitions of government and proper government. Revised definitions will be proposed, and their entailments explored.

After reviewing several current treatments of the null subject parameter, I will argue for an analysis involving affix-hopping in the syntax. The major criticism of this type of analysis--that null subjects do not have the same interpretation as non-controlled PRO--will be addressed. I will answer this criticism by claiming that null subjects in null subject languages are actually controlled by INFL-AGR.

RELEVANCE OF FOCUS AND GROUND IN SEMANTIC ANALYSIS

Order No. DA8410545

ENOMOTO, YOSHIO, PH.D. *State University of New York at Buffalo*, 1984. 227pp.

The present work investigates the distinction between the focus (new information) and ground (old information) of a sentence within the framework of Intentionalists' semantics. The purpose of the study is not to give a strict formalization but to characterize and explain what focus and ground are both pragmatically and semantically and how relevant the distinction is in semantics by investigating various problems associated with it and other relevant problems such as logical implication, the scope of negation, the scope of quantifiers, reference, the topic-comment relation, and others.

Much study has been done on the focus-ground distinction by linguists of various schools, and some of the above mentioned problems have been investigated extensively. However, these existing works, besides being often vague or inaccurate about what focus and ground are, fall short of truly demonstrating and explaining what role the distinction may play in semantics and how it does so.

The focus-ground distinction has often been treated just as a discourse phenomenon with an implicit claim that it does not belong to semantics in the strict sense of the term. The present study attempts to show that the distinction is indeed relevant in semantics, although it may primarily be pragmatic in nature. The focus-ground distinction determines propositional contents as much as, though not necessarily the same way, lexical items and grammatical structures do in underlying structure. The present study presents evidence and arguments to support this contention and it also shows that there are two types of focus, "exclusive" and "contrastive", rather than just one, as usually assumed. The culmination of the present work, if successfully carried out, will be a theory of focus and ground which will be concrete and rich enough to provide an explanation to some of the linguistic phenomena hitherto unexplained or just described.

THE FORMAL GRAMMAR OF SWITCH-REFERENCE

Order No. DA8410282

FINER, DANIEL LEROY, PH.D. *University of Massachusetts*, 1984. 228pp.
Director: Professor Edwin Williams

This dissertation is a study of the syntax of switch-reference (SR) and its implications for the theory of grammar. SR, found in many genetically and geographically diverse languages, is a phenomenon whereby referential identity between subjects of hierarchically adjacent clauses is encoded by the presence of a morpheme, usually suffixed to the verb of the subordinate clause. Noncoreferentiality between subjects is indicated by a different morpheme, likewise suffixed to the subordinate verb.

The dissertation argues that SR should be analysed as a syntactic rather than a purely pragmatic or functional feature of language; SR may appear to be a device to eliminate possible ambiguity in discourse, but SR-marking redundantly occurs even in environments that have no potential for ambiguity. Moreover, SR-marking does not occur in certain constructions where it would be expected, were it governed exclusively by functional or pragmatic considerations. I propose instead that the syntax of SR follows from the various locality

conditions on syntactic binding that are central to the Government and Binding theory of syntax. These conditions carry the major explanatory burden in the theoretical description of the SR systems from Native American, Australian, and New Guinea languages which are surveyed in the dissertation. I attempt to show that the apparent complexity and exotic nature of SR and associated topics admit of a principled, intuitive account within the Government and Binding framework.

MEMBERSHIP AND LANGUAGE USE: AN INVESTIGATION INTO THE INTERNAL SEQUENTIAL ORGANIZATION OF NATURALLY OCCURRING STORIES FROM A SOCIAL INTERACTION PERSPECTIVE

GARDNER, HOLLY FRANCES, PH.D. *The University of British Columbia (Canada)*, 1983. Supervisor: Roy Turner

The research reported here constitutes an investigation into features of internal ordering of stories narrated in natural conversation. Following the work of Sacks, Schegloff and other sociological analysts of conversational structure, this report focuses on methodical ways in which utterances are interpretable by reference to, e.g., sequential placement. An existing literature on the social organization of the telling of jokes and stories suggests that slots designed for utterance-types can be analytically identified. The present study aims to show that there is an identifiable position, story closing, which provides for orderly expectations concerning the items that may be found in such a location.

The report argues that there are two independently describeable organizations which structure naturally occuring stories: the course-of-action framework and an organization oriented to giving a grounding identity to the story's teller. The former is concerned with the series of connected, temporally unfolding events, marked by beginning and end, which the story proposes to represent by a sequence of utterances. In that story-tellers exhibit selectivity and coherence, it is evident that such stories are formulated from the point of view of the character that teller allocates to self within the narration. The latter organization provides for the story's recipients a "members' adequate sociological explanation" of the teller's character's point of view. It does so by assigning to teller's character a social identity which is the locus of commonly known, socially organized motives and attitudes.

The story closing is a sequential position that closes off the course-of-action from the teller's character point of view. The expectations that such an item will fill that slot can be used by the story's recipients to decide among different possible interpretations of a story's last utterance.

LEXICAL REPRESENTATIONS AND THE SEMANTICS OF COMPLEMENTATION Order No. DA8413392

GAWRON, JEAN MARK, PH.D. *University of California, Berkeley*, 1983. 456pp.

This dissertation presents a semantic theory of valence. The first two chapters develop a system of lexical representations and a semantic account of the compatibility between prepositions and verbs. The "meaning" of a lexical item is a frame, where a frame is the basic building block in a number of knowledge representation systems developed by Artificial Intelligence researchers. Semantic compatibility between lexical items is defined in terms of shared frame structure. Chapter 3 presents a Saliency Hierarchy which uses the structure of lexical representations to make predictions about which participants can be realized as nuclear terms. Taken together with the account of compatability between prepositions and verbs, this gives a semantic characterization of the possible subcategorizations for a verb. Since a lexical item acquires a set of valence choices in virtue of its semantics, items with related semantics will be expected to have the same or similar options. In Chapter 4, this property of the theory is exploited to describe a number of semantically governed valence alternations as lexical valence options--an account that is contrasted with one by lexical rule. Chapter 5 explores the relationship of this account of lexical structure with a theory of infinitives and predication.

CONSTRAINING METRICAL THEORY: A MODULAR THEORY OF RHYTHM AND DESTRESSING Order No. DA8411870

HAMMOND, MICHAEL THEODORE, PH.D. *University of California, Los Angeles*, 1984. 251pp. Chair: Professor Bruce Hayes

This dissertation inquires into the possibility of constraining rules of rhythmic adjustment and destressing--metrical transformations. The Clash Resolution Hypothesis is advanced as a central constraint on the operation of such rules so that they must operate so as to minimize clashes in the prosodic hierarchy.

Chapter one of the thesis demonstrates how metrical transformations are seriously unconstrained in metrical theory as it stands. This unconstrainedness allows nearly every possible metrical configuration to be generated through the intervention of rhythm and destressing rules.

Chapter two of the thesis takes the Clash Resolution Hypothesis and tests it in English. It is shown that the hypothesis makes substantial empirical gains which suggests that it is on the right track. This research proposal allows one to collapse together Prestress Destressing, Poststress Destressing, and word-internal Rhythm into one general rule: Prune Alpha.

Chapter three of the thesis develops this theory to account for phrasal rhythm in English. It is argued that the Clash Resolution Hypothesis and Prune Alpha can be extended fruitfully to account for phrasal rhythmic adjustment. In addition, several auxiliary principles are developed: Metrical Locality, the Syllable-Adjunction Prohibition, and Prosodic Rooting. These principles receive independent motivation, and provide for a modular theory of metrical transformations.

Chapter four of the dissertation attempts to confirm the theory proposed in the preceding chapters by extending it to account for rhythm and destressing in Tunica. This confirmation is successful, and it is demonstrated that the theory is crucial to a proper analysis of the Tunica facts.

THE SEMANTICS OF ENGLISH SPATIAL PREPOSITIONS Order No. DA8408722

HAWKINS, BRUCE WAYNE, PH.D. *University of California, San Diego*, 1984. 407pp. Chairman: Ronald W. Langacker

The semantics of English spatial prepositions is examined from the perspective of Space Grammar. Assuming that semantic structures are conventionalized conceptual structures, these phenomena are examined by carefully comparing and contrasting numerous structures involving spatial senses of English prepositions.

The general structure attributed to any given spatial sense of an English preposition, referred to as a spatial P-pred, is that of a stative (or atemporal) relation between two (or more) configurations in physical space. The investigation of inter-lexical semantic relations leads to the proposal of a set of descriptive tools with which all individual English spatial P-preds can be characterized adequately. The descriptive inventory includes the basic spatial relations SEPARATION and COINCIDENCE, each of which can be elaborated in certain ways. Also included are two distinct sets of spatial configurations - a set of nine configurations attributable to the subject (or trajector) of the relation and a set of four configurations attributable to its object (or landmark). It is shown that the specific physical context of a given spatial relation is quite significant as well.

English spatial prepositions are seen to be highly polysemous. The common approach to polysemy and the attendant problem of lexical disambiguation involves proposing a core sense common to all divergent senses of a polysemous word. It is shown that data from prepositional semantics present crucial problems for this approach, which embodies the classical model of category structure. It is demonstrated that the prototype model of category structure accounts for the same data quite readily. This particular approach to the analysis of polysemy entails a conception of the lexicon as an encyclopedia rather than a dictionary.

A final chapter examines the semantic characteristics of the various types of valence relations into which English spatial prepositions enter. Among other things, the discussion reveals weaknesses of theoretical co-occurrence restrictions in accounting for certain valence phenomena and demonstrates the utility of the prototype model of category structure in avoiding such problems.

THE LANGUAGE OF THE NEWS: A COMPARATIVE SEMANTIC ANALYSIS OF THE LANGUAGE OF NETWORK TELEVISION AND NEW YORK CITY NEWSPAPER NEWS REPORTS

Order No. DA8406294

JEX, WILLIAM WINKELMAN, PH.D. *New York University*, 1983. 184pp. Chairman: Professor Neil Postman

This study is based upon the theory that communication media affect the messages which they mediate. In this case the "message" under scrutiny takes the form of *language*.

In general terms, this study attempts to track the differences in the language of television news reports and newspaper news reports on the same topics. It now seems clear that television vies with print journalism as a legitimate source of news for a growing proportion of people in this culture.

The standard measure for the difference between the two mediated forms of language is a semantic measure: the frequency of occurrence of Intensional Characteristics of language, especially as they have been formulated by the general semanticist, Alfred Korzybski.

The four Characteristics are: (1) *Multiordinate Terms* (expressions which are "full of conditionality"). (2) *Excessive Pronominalization* (for which the context provides no--or ambiguous--referents). (3) *Passives* (passive verb constructions which lack agents). (4) *Reification* (the use of "to be" verbs which sets up an equation of identity).

The study compares two sources from each medium: television newscasts of the two networks, ABC and CBS, and print reports from the *Wall Street Journal* and the *New York Times*. One hundred thirty-six news reports, gathered from all four sources, were coded for Intensional Characteristics.

The results indicate some important differences in the language coming from these four sources. There is a clear dichotomy between television and print news reports with respect to the number of occurrences of two types of Intensional Characteristics--Pronominalizations and Reifications. In fact, there is an *overall* significant difference between the semantic categories of language measured from the two media.

If, by extension, the language of television news appears to be less exact, more susceptible of various interpretations, than the language of newspapers, then further investigation of "media language" seems warranted. And if the theory that language very subtly affects language-users and their cultures is accurate, then the information conveyed by the language on one medium as opposed to another may represent considerably divergent events. And then the implications for the impact of the language of these media upon their audiences must really be reckoned with.

ASPECTS OF POETIC METAPHOR

Order No. DA8413459

KRONFELD, CHANA, PH.D. *University of California, Berkeley*, 1983. 252pp.

An understanding of the human ability to produce and understand metaphors has recently come to be regarded as central to the unlocking of the secrets of language and cognition. Within this general, interdisciplinary framework, my study focuses on the workings of metaphoricity, arguing that metaphor is not a textual entity, reducible to its discrete units, but rather a dynamic, context-dependent process.

As a first step I challenge the use of dead or lexicalized metaphors rather than novel, poetic ones as paradigms. After illustrating the complexity of the puzzle of metaphor, I examine the literal-figurative distinction which is central to our ability to understand metaphors as opposed to other things.

The literalist challenge to the distinction, represented by the theory of Donald Davidson, is rejected, showing that the concept figurative meaning can be defended if it is reinterpreted as figuratively *conveyed* meaning. Then Paul de Man's challenge to the concept literal meaning is rejected on logical and methodological grounds, as well as because of its problematic presuppositions about metaphor. Thus, contrary to de Man's underlying assumptions, etiology and not only similarity is shown to be the basis of many metaphors, and literal and dissimilar features of the tenor and vehicle are seen to be essential to the metaphorical process. I proceed to argue that theories which conceive of the literal-figurative distinction either as a dichotomy or as a single continuum of degrees run into inconsistencies because these are really two scalar distinctions, the first involving a semantic principle and describing degrees of metaphoricity and semantic distance between the terms of the metaphor, and the second involving a quasi-statistical principle and describing the relative frequency with which the terms of the metaphor co-occur. The semantic principle is based on an integrationist extension of prototype semantics and on a reworking of Tversky and Ortony's salience analysis. The analysis of collocability can only be performed intuitively at this stage. In the future the interaction of the metaphoric and collocative principles could help us understand other areas of stylistics, descriptive and historical poetics.

A DISCOURSE ANALYSIS OF DISCUSSIONS IN THE COLLEGE CLASSROOM

Order No. DA8421215

KUHN, MARK STEPHAN, ED.D. *Harvard University*, 1984. 179pp.

This is a discourse analysis of discussion in the college classroom. A series of discussions were drawn from videotaped classes. The analysis focuses upon the language and the social interaction of the discussion to describe the characteristics that are observable in the actual interactions. The study is aimed at discovering the organization of the interaction, the various structures of the interaction, and the underlying rules that function to guide the participants behavior.

This study examines the following features of the talk and their interrelationships: the style of the talk; aspects of the turn-taking system; the structure of the interaction based upon an analysis of the speech acts; and an analysis of the topic. The study develops procedures for the analysis along each of these dimensions.

Discussion is described as a speech activity with characteristic features that distinguish it from the other forms of group talk in the classroom. This understanding of the interactional and communicative nature of discussion is given pedagogical implications for the teacher who would like to conduct a discussion, and adds to the knowledge of everyday life in schools.

THE STRUCTURE OF PERSUASIVE DISCOURSE: A CROSS-CULTURAL ANALYSIS OF THE LANGUAGE IN AMERICAN AND JAPANESE TELEVISION COMMERCIALS

Order No. DA8409428

KUMATORIDANI, TETSUO, PH.D. *Georgetown University*, 1982. 263pp.

The present study investigates the organizational structure of American and Japanese television commercials in terms of the communicative process and the information structure by regarding commercials as a type of persuasive discourse.

The communicative process of commercials is concerned with the process in which the author of a commercial plans a series of communicative acts in order to produce the intended effect called the communicative goal which will lead to the audience's buying action. It is hypothesized that these communicative acts are in a generative relationship. It is argued that the universal communicative act of commercials is to express the opinion that the intended audience ought to buy the advertised item. Guided by the strategy which says "explicate the basis of the universal act," the act of informing the intended audience of the advertised product follows. It is expected that shallower communicative acts follow these two underlying acts.

The second aspect deals with the textual structure of commercials. Eighty-eight American and Japanese award-winning product commercials are analyzed in terms of (1) the interaction between the modes of presentation and the content types of the central themes of the commercials, (2) the underlying argumentation types, (3) the internal structure of PRODUCT NPs, (4) the position of the first PRODUCT NP, and (5) the constructions used in the wrap-up part of the commercials and the position of the PRODUCT NP in the wrap-up. For each area, the distribution of the identified variables are analyzed statistically. The results of the statistical analyses indicate: (1) The American commercials introduce the central theme more objectively, straightforwardly, and argumentatively than the Japanese commercials. (2) The American commercials have a tendency to place the more important elements toward the beginning of the phrase, clause, and text. The Japanese commercials show the opposite tendency; they place these elements toward the end.

It is suggested that the factors responsible for the above variation are (1) different sociocultural expectations about commercials, (2) different politeness behavior: commercials as clarity-relevant discourse vs. rapport-relevant discourse, and (3) different directions indicating the "prominence-enhancing force": fronting vs. backing.

NARRATIVE AND TALK: A STUDY IN THE FOLKLORIC COMMUNICATION OF EVERYDAY CONVERSATIONAL EXCHANGE

LABA, MARTIN, PH.D. *Memorial University of Newfoundland (Canada)*, 1983.

A view of the strategic use of folklore in everyday life, and in particular, verbal folklore as it is constituted by its social occasion, implies that it is not merely the presence of a stylized and traditional item of expression that determines the folkloric character of the occasion. If we can speak of an entire situation or event as folkloric, it is because folklore is first embedded in, and second, determined by the normal flow of verbal exchange. The suggestion here is that there is a distinct continuity between a folkloric performance occasioned by conversation, and the conversation itself. This thesis focuses on the nature of this continuity, and specifically on the entire conversational event through which narrative is achieved and fashioned.

In their concern with explicating the formal, performative dimension of folkloric expression, folklorists have emphasized the differences between folklore and other casual or less formal kinds of communication. Performance-oriented studies of narrative have dealt with a process of foregrounding whereby a stylized mode of communication, the communicative act itself, and the expressive skills of the narrator are all highlighted. This thesis examines the nature of the background the conversational basis which structures and situates folkloric expression, and the relationship between the formal and informal behaviours that make up conversational exchange. Conversational narratives are situationally and thematically determined by the manner and subject of discussion, and accordingly, particular attention is paid to speech in the informal, casual interactions of everyday life. The speech event (conversation) and the speech act (narrative) then, are viewed not only as interdependent but interdeterminate. Folklore in the form of conversational narrative, is regarded as a patterning principle in conversational interaction, and conversation itself is understood as exerting a modifying influence on the style, content, and form of personal narrative and personal narrative performance.

This study establishes and analyzes the significance and method of these narrative/conversation functions, and through three case studies and interpretation of contributing theory, develops a concept of, and manner of approach to the folkloric dimension of everyday conversational exchange.

SELF-CREATING NARRATIVE IN FILM AND FICTION

Order No. DA8416855

LEVINSON, JULIE R., PH.D. *Boston University*, 1984. 206pp. Major Professor: George Bluestone

This study explores a sub-category of reflexive narrative which has recently been in evidence in several films and novels. Self-creating narratives are those that document their own genesis. These works concern characters who are in the process of creating stories in which, it turns out, they are characters. They are thus simultaneously creators and protagonists, and the works that they labor to create are revealed to be those that we experience.

The prevalence and adaptability of the self-creating form suggest that it can accommodate both the basic pleasures of stories as well as metafictive theorizing on the nature of narrative. Chapter One positions the self-creating genre in the narrative continuum, and presents it as an outgrowth of modernist ideologies and aesthetics.

Since a narrating self is less apparent or identifiable in film than in literature, it is necessary to examine the ways in which a film can call attention to its status as a narrated artwork. Chapter Two catalogues various self-conscious devices which are unique to the cinema.

Each of the remaining chapters considers a specific approach to self-creation by discussing one novel and one film, each pair representing a different impulse towards the form. Federico Fellini's *8½* and Doris Lessing's *The Golden Notebook* are paradigms of the genre. Alain Resnais's *Providence* and Claude Mauriac's *The Marquise Went Out at Five* complicate the fundamental concerns of self-creating narrative; both renounce the act of storytelling but then continue with it, almost in spite of themselves. Finally, Jacques Rivette's *Celine and Julie Go Boating* and Italo Calvino's *If on a Winter's Night a Traveler* focus on receivers of fiction as collaborators in the creative process, and thereby suggest a new way of looking at the age-old storytelling tradition.

These chapters document the progression from a loss of faith in the abilities of stories to a renewed sense of the open-ended possibilities of narrative art. Together they suggest that cinematic and literary self-creation is a vital phenomenon which is able to convey a variety of approaches to narrative theory and practice.

PHONOLOGICAL UNIVERSALS AND VARIATION: ON PATTERN AND DIVERSITY IN ACQUISITION

Order No. DA8420585

MACKEN, MARLYS ARLENE, PH.D. *Stanford University*, 1984. 152pp.

The topic of this dissertation is the interplay of pattern and diversity in the early acquisition of phonology. The goal is the determination of universal patterns, particularly patterns within the diversity, for--counter to existing theories of linguistics and of acquisition, it is variation that predominates. The formal problem space is the intersection of "linguistic universals"--those properties of all languages that define the notion humanly possible language (and that are the foci of generative linguistics)--and "linguistic variation", those properties of grammatical structure that distinguish languages from one another and across time (and that are omitted from or remain peripheral in the major theories). Data are taken from published sources and from cross-linguistic longitudinal studies of children between the ages of one and four years. Several key acquisition dilemmas are covered in detail. Resolution requires the following innovations in the standard model: (a) expansion of the set of formal primitives in phonological theory and incorporation of that theory within an explicit processing mechanism (specifically, an autonomous prosodic and phonological "word" level, and a top-down processing mechanism within the phonolgical component) [chapter 2]; (b) precise treatment of low-level phonetic detail phenomena (specifically, full specification of overdetermined segments, complex phonetic categories and parameters of redundancy) [chapter 3]; and (c) abstraction of a cognitive rule-formation system where changes between stages or grammars are a function of the interaction of the existing knowledge/grammar, a highly local, linguistic context/input and properties of the human information processing mechanism [chapter 4]. Chapter 5 discusses the major findings in relation to certain acquisition issues. Chapter 1 places the work, particularly its elaboration of the concept "universals", within a wider epistemological framework.

METHODICAL BEHAVIOR: NOTES TOWARDS THE DEVELOPMENT OF A DESCRIPTIVE TECHNICAL LANGUAGE FOR CHOICE-BEHAVIOR

Order No. DA8410629

MAKIN, KEVIN PATRICK FRANCIS, PH.D. *Washington University*, 1983. 174pp. Chairman: Robert B. Barrett

A primary objective of the dissertation is to give an account of apt metaphor. This account is rendered by characterising metaphor as a linguistic, or more generally symbolic, choice which does not conform to precedent. This approach requires the development of a rather more precise descriptive technical language for choice-behavior. Consequently, the scope of the dissertation is choice-behavior in general, although many of the examples selected for more detailed discussion relate to choices involved in the use of symbol systems and to the selection and testing of hypotheses (inductive choice). It is thus possible to trace some of the ramifications which the topic of metaphor has extended into the philosophy of language, philosophy of science and epistemology.

The method employed in developing the descriptive technical language for choice-behavior is, so far as practicable, the constructional method. The contributions of Nelson Goodman and David Lewis to the development of the concept of a choice which conforms to a precedent are reviewed in the course of identifying a base of antecedently clear primitive terms for the construction. Subsequently, key terms, particularly the predicate '___ has a precedent for choosing ___ over ___.....' are defined on the primitive base, and alternative approaches to definitions of further terms are explored. Having elaborated the concepts of choices which conform to precedent and choices which fail so to conform, metaphors are then identified as non-conforming choices of schemata, and consideration is given to the factors which commemorate some of these non-conforming choices as apt metaphors. In identifying these factors, the orientation is empirical; towards the standards of aptness of an actual population of language users, as revealed or exemplified in their linguistic and more generally symbolic choices.

PLAY AND LANGUAGE IN PREMATURE INFANTS

Order No. DA8419169

MARINO, BARBARA LOUISE, PH.D. *University of Washington*, 1984. 105pp. Chairperson: Dr. Carol A. Gray

The differences in play development and the relationship between language and play in preterm and term infants were investigated. Twenty-one preterm and 21 term infants were tested at 8, 12 and 24 months of age. Language measures were: the Seattle Adaptation of the Receptive and Expressive Emergent Language Scale, performative use, and mean length of utterance. Free play behaviors of each age were coded according to the Belsky and Most Play Scale. Both groups played at the same cognitive level at each age, but the developmental sequence of play differed in the preterm sample. No relationship between language and play was found. Early language did not predict later play ($F(4,27) = 2.254$) and early play did not relate to later language ($F(5,36) = 1.01$). The competence of the preterm subjects and the weakness of the measures used affected the results. The original questions are not answered by these results. But the study did identify areas of weakness in the design. Solving the methodological problems would yield more useful data.

THE SUBJECT AND INFINITIVAL COMPLEMENTATION IN ENGLISH

Order No. DA8419170

MAXWELL, MICHAEL B., PH.D. *University of Washington*, 1984. 438pp. Chairperson: Professor Michael Brame

In this thesis, I develop a version of lexical syntax in which the subject is not subcategorized by the verb. The subject-predicate relation is understood as a coindexing relationship, with important implications for the analysis of infinitival complementation.

The competing analyses of infinitival control and raising structures are briefly discussed in chapter one, introducing the theme.

Chapter two presents the version of lexical syntax to be argued for in the rest of the thesis. The interaction of indexing rules and filters on indexing results in a straightforward analysis of reflexivization, predication, and both tensed and infinitival clauses.

Chapter three catalogs a number of asymmetries in syntactic behavior between the subject of a clause and the complements of a verb.

Chapter four shows how the asymmetries discussed in chapter three follow from the lexical theory proposed here. The superiority of this explanation over those given by the theory of Lexical Functional Grammar and the Government Binding theory is demonstrated.

Chapter five analyzes infinitival complements to verbs, contrasting my analysis with others, particularly that of the Government Binding theory. It is argued that there is no syntactic difference between raising and control structures, only a semantic one; the properties of both structures are shown to arise from the indexing rules and from semantic constraints placed by the matrix verb on the NP which is understood as the subject of the infinitival. Furthermore, it is shown that properties of *want*-type verbs cannot be accounted for by a rule of *for*-deletion; rather, these verbs subcategorize both *for-to* clauses and NP + VP complements, in the latter case behaving like raising/control verbs except as constrained by a semantic condition.

Chapter six summarizes the results.

A STUDY OF ASPECT, WORD ORDER, AND VOICE

Order No. DA8417341

MYHILL, JOHN MARTIN, PH.D. *University of Pennsylvania*, 1984. 427pp. Supervisor: Gillian Sankoff

This dissertation investigates aspect and the manner in which it is reflected in word order and voice alternations. It addresses the relationship between the form of a sentence, in terms of subject-verb order and voice, and its pragmatic and aspectual characteristics. A variety of syntactic structures from a large number of languages are described, both in terms of formal characteristics and in terms of function. Multivariate analysis is used to correlate pragmatic and structural factors with the use of one or another construction. It is shown that, in a given language, the function of variation in order of subject and verb is directly related to the frequency of subject-verb order as opposed to verb-subject order, so that the most strongly verb-subject languages use subject-verb order in certain situations and the most strongly subject-verb languages use verb-subject order in certain situations. In between, there is a continuum of language types, with the function of subject-verb order shifting from one end of the continuum to the other. This shift is documented with quantitative studies of Mayan and Romance languages with varying frequencies of verb-subject order; these studies show that as we look at languages with increasingly frequent subject-verb order, the function of subject-verb order changes, so that looking along a continuum of language types, certain functions of subject-verb order "fade out" and others "fade in". Additionally, the inventory of grammatical categories in a given language is directly tied to the frequency of subject-verb order; because of the pragmatic characteristics of strongly verb-subject languages, they do not go through certain diachronic processes which subject-verb languages go through, and therefore do not develop certain grammatical categories. This dissertation also examines ergative case-marking systems, which have different functions in different languages. Based on data from Austronesian and other language families, it is shown that ergative constructions develop from passive constructions, and further that the function of an ergative construction is directly tied to the function of the passive construction from which it has developed.

THE CLOVES OF WIT: AN INVESTIGATION INTO THE INTELLIGIBILITY OF POLITICAL METAPHORS

RAYNER, JEREMY DAVID, PH.D. *The University of British Columbia (Canada)*, 1983. Supervisor: Dr. George A. Feaver

In recent years, philosophers of the social sciences have drawn attention to the contributions of suggestive models or metaphors to political understanding. In doing so, they have suggested a distinction between models or archetypes of great generality--politics seen as mechanical or organic relations, for example--and the individual metaphorical utterances in which they are embodied. Historians of political thought have made a similar distinction between languages or ideologies which prescribe terms and conventions for political argument, and the expression and development of these languages and ideologies in texts.

This dissertation shows these two developments to be complementary by investigating the extent to which political languages or ideologies are themselves made up of suggestive models of political activity. Taking our point of departure from Max Black's suggestion that a metaphor be seen as "the tip of a submerged model," we shall look for such models in groups of political metaphors sharing the same theme.

Analysis of the concept 'metaphor' reveals that understanding a metaphorical utterance is conditional upon the reader recreating a context in which the ground of the metaphorical identification is rendered intelligible by the point of the utterance as a whole. The distinctive contexts of political utterances helps to distinguish political metaphors from those used in explanatory or literary contexts. Once located in political contexts, the principled strategies which authors and audiences use to produce and comprehend metaphors are then shown to make use of existing conceptual classifications in the form of 'metaphorical fields' embedded in discourse. These fields bring together abstract metaphor themes and concrete political doctrines to create *political* metaphors. In such a field, the political value of 'imagery'--medicine, theatre, parts of the body or family relations, for example--remains relatively fixed.

LANGUAGE IN ORAL HISTORIES: THE SHAPE OF DISCOURSE ABOUT THE PAST

Order No. DA8406710

ROBERTSON, JEAN ELLIS, PH.D. *University of Pennsylvania*, 1983. 526pp. Supervisor: Robert M. Zemsky

This work begins with the premise that scholars need more sophisticated tools for analyzing oral history accounts in order to realize their rich potential for revealing how people review autobiography and the larger history in discourse. The author initiates a standard methodology based on language, concentrating on syntactic features of different styles of speech.

Three genres of historical discourse are identified: "anecdote" meaning any passage where a speaker places events in chronological order; "commentary," a passage where a speaker interprets the past; and "description," where a speaker enumerates qualities of a past person, place, or situation. The author defines each genre in terms of linguistic characteristics, presents methods for analyzing each genre, then applies the methodology to a body of data.

The data base used to test the new methodology consists of oral history interviews collected by the author from white residents of Philadelphia over the age of sixty-five who represent contrasting educational groups: emeriti professors from the University of Pennsylvania and members of neighborhood senior citizens' organizations, most of whom have no academic training beyond high school. Using statistical procedures to compare the two groups, the author develops standard methods that can be applied to all oral history materials even if the same methods lead to different conclusions about the language of other populations.

In Part One, the author focuses on the relationship between time and language in anecdotes, examining the connection between the duration of events and their chronological presentation. In Part Two on commentary, the author considers how speakers use certain internal "explanatory conjunctions" to mark an association between people, ideas or events, and discusses how the subjects of finite verbs reveal the speaker's involvement in his interpretation. She also considers how speakers use negatives and modals to modify their interpretations. In Part Three, the author shows how people use various types of descriptions to express the variable durations of events and the frequency of their occurrence. She also considers a hybrid form where speakers combine the chronology of an anecdote with descriptive characteristics. The Conclusion contains suggestions for future research.

AN ANALYSIS OF PITCH-PROSODY PATTERNS IN THREE, FOUR, AND FIVE YEAR OLD CHILDREN

Order No. DA8414529

ROBINSON, JANE ELLEN, PH.D. *Wayne State University*, 1984. 157pp. Adviser: Robert G. Johnston

The purpose of this investigation was to identify and classify pitch-prosody patterns in the speech of three-, four-, and five-year-old children. Thirty subjects were selected for inclusion in the study. Each age group was comprised of five males and five females. Subjects were within two months of their birthdate and were from monolingual, monocultural homes. Representative language samples were obtained from all subjects. The middle 50 utterances were determined using a combination of pause time, linguistic, and pragmatic considerations of an utterance. Each of the 1500 utterances was played through a Visi-Pitch 6087 and recorded with a Bruel & Kjaer Level Recorder at a writing speed of 63mm/sec. and a paper speed of 10 mm/sec. Each of these utterances produced a pitch contour which was then classified. A descriptive analysis was performed to determine if there were notable differences in the type or frequency distribution of pitch-prosody patterns as a function of age, sex, and length of utterance in syllables. A supplemental analysis provided additional information regarding pattern selection as a function of linguistic content and pragmatic use.

Seven pitch-prosody patterns were identified. The results indicated no notable change in the number or distribution of pitch-prosody patterns from age 3 to age 5. Further analysis of the data indicated potential differences in pitch-prosody pattern selection as a function of age and sex. These differences appeared to be related to semantic and pragmatic variables. Application of the methodology as an attractive vehicle for researching pitch-prosody patterns is discussed.

A GRAMMAR OF THE ENGLISH COMPARATIVE

Order No. DA8404233

RYAN, KAREN LYNN, PH.D. *University of Minnesota*, 1983. 273pp.

English comparatives have long been a source of many tantalizing, although often intractable problems. The syntactic details of comparatives when viewed in isolation can appear to be quite intricate, and the syntactic details are even less straightforward. The common difficulties with which past analyses have all struggled all involve establishing a plausible semantic representation for comparatives from which the appropriate syntactic structures can be derived. In most recent analyses, this involves that specification of a rule of Comparative Ellipsis and a rule of Extraposition to account for the ellipsis of elements following *than* and the variation in the location of the *than*-phrase. But there are many problems in the specification of such rules. These problems are sufficiently complex to suggest that a completely different approach is warranted.

The major emphasis of my analysis is on the syntax of comparatives specified by axiomatic rules referring to the surface characteristics of comparatives. This analysis is coordinated with previous work within the theoretical framework of Corepresentational Grammar (Kac 1978). The fundamental assumption of the analysis is that comparatives can be treated as predicates and that such predicates and their arguments are subject to the same restrictions as non-comparative predicates and their arguments. Comparatives can be treated as transitive predicates requiring a subject and an object argument. One formal distinction is made between adverbial and non-adverbial comparative predicates. Adverbial predicates are subcategorized as taking predicational arguments while non-adverbial predicates are subcategorized as taking non-predicational arguments. The majority of the axioms used in this grammar were originally proposed independently for non-comparative structures. Many similarities between comparative and non-comparative constructions are expressed in this grammar through the fact that many of the same rules are applicable to comparative and non-comparative constructions. The fact that the same rules can be applied so directly to comparatives, given the proper assumptions, is one of the strongest arguments that can be presented in favor of this analysis. . . . (Author's abstract exceeds stipulated maximum length. Discontinued here with permission of author.) UMI

LINGUISTIC REPRESENTATION AND THE DETERMINACY OF SENSE

Order No. DA8412244

SCHMITZ, WILLIAM EDWARD, PH.D. *The University of Michigan*, 1984. 208pp. Chairman: Lawrence Sklar

This dissertation is an attempt to understand the nature of language by analyzing the process by which physical linguistic tokens come to be invested with meaning. In the first four chapters I consider the positions which various philosophers have taken with respect to this question, most notably the evolving philosophy of Ludwig Wittgenstein, but also those of Frege and the logical empiricists of the Vienna Circle. I analyze Wittgenstein's development as a process of coming to see the implications of conceiving of language as a concrete, spatio-temporal phenomenon as opposed to the timeless, speakerless images of his early work. I discuss how this insight led him to reject the Platonism of Frege, his own early doctrines and logical empiricism. I go on to use Wittgensteinian arguments concerning the role of ostention, the following of rules, and the possibility of a private language to show that linguistic meaning is essentially dialogical in character, that is, the possibility of meaning requires interaction between a speaker and a hearer. I contrast this with monological conceptions which hold that linguistic meaning is completely determinate in the mind of the individual speaker. In

initiated on the farm (mechanization of field work, but not house work; dairy centralization; and a decline in status of hired farm labor) and outside the farm (the rising influence of urban culture) led to a re-assessment. The ideal of a unified workplace yielded to specialization, isolation, and reorientation of the kitchen, and to the removal of laborers from the farm home. Simultaneously, in response to growing emphasis upon child nurture, the nursery migrated away from the kitchen and "play-rooms" appeared. Throughout the century, the parlor's career illustrated an ongoing conflict between rural and urban cultural values; farmer-designers became leaders in experimentation with alternatives to the parlor. Finally, with the introduction of children's individual bedrooms, 1880-1900, the farmhouse had evolved into a set of discrete spaces. By 1900, urbanization and professionalization (especially of architects and home economists) weakened the rural tradition of independent design.

MODELS OF GAP-LOCATION IN THE HUMAN LANGUAGE PROCESSOR

Order No. DA8402864

STOWE, LAURIE A., PH.D. *The University of Wisconsin - Madison*, 1983. 306pp. Supervisors: Associate Professor Peter A. Schreiber, Assistant Professor Helen Goodluck

A review of models of gap-location proposed in the literature shows that these models do not make specific enough predictions to be evaluated by experimental evidence; they must be realized as gap-location procedures within a specific parsing model. Specific parsing models are outlined and evaluated in terms of existing expeirmental results and of two experiments performed as part of this research. These experiments replicate and extend an experiment performed by Crain and Fodor (1983), which demonstrated that an object noun phrase takes longer to process in a WH-question than in the corresponding declarative sentence.

Using the same self-paced reading paradigm, Experiment 1 demonstrates that this result also obtains when embedded WH-clauses and if-clauses are compared. This replication suggests that WH-constructions of distinct types are classed together by parsing procedues. Lengthened reading times appear to be characteristic when the processor expects a gap and an over NP appears. On the other hand, subject noun phrases are not more difficult to comprehend in a WH-clause than in an if-clause. This suggests that gap-location procedures differ crucially between subject and object positions. A grammar-related explanation and a parsing-related explanation of this subject/object asymmetry are advanced.

The second experiment reported here shows that the processing mechanisms are sensitive to syntactic context. Noun phrases occurring in a prepositional phrase complement to a subject noun phrase do not differ in difficulty between a WH-clause and an if-clause. This result suggests that gap-location procedures are not used in contexts where they are not appropriate, since a gap cannot grammatically occur in this position.

BEYOND THE EXPERTS: A TEACHER'S PERCEPTION OF GRAMMAR INSTRUCTION

Order No. DA8420437

TAYLOR, SHARON JANE, ED.D. *University of Pennsylvania*, 1984. 145pp.

The purpose of my research was to conduct a field study of an in-place grammar curriculum with the purpose of making that curriculum more effective for the improvement of student writing. Language arts teachers faced the dilemma of having to deal with many conflicting pressures regarding the teaching of traditional grammar. This study provided an opportunity to observe one group of teachers as they examined those pressures in the light of their own teaching experience.

Data were collected by means of a survey form and two sets of individual interviews during which teachers described their grammar teaching and a number of elements related to it. The data gathered were summarized and shared among the teachers for discussion and response.

As a result of this study, teachers developed a set of guidelines for developing grammar curriculum. These guidelines were reviewed by experts in the field. In the guidelines, the teachers made recommendations regarding the issues which they had come to consider crucial in the development of successful curriculum. These issues include the nature of the leadership, the commitment of the administration, the education and training of the teachers, and the evaluation techniques required to insure the development of curricula which teachers will use and from which increased student learning will result.

The study concluded the following: (1) The teachers reached many of the conclusions regarding the teaching of grammar which had been reached by researchers. (2) Teachers had been using an ineffective educational model, but did not have the instructional methods and materials needed to implement their new understanding of a more effective model.

Some other significant issues were raised by the study. (1) The research in the teaching of grammar has been somewhat misrepresented by reviewers and those misrepresentations have led teachers to distrust the research. (2) There is a seeming distance between teachers and those who teach them, as teachers do not perceive that their real classroom needs are addressed either during their training or in in-service. (3) Studies of this nature should be apart of the basis upon which all curriculum development is built. (4) The process of examining their own teaching and participating in collegial sharing is a very necessary one for teachers.

THE SYNTAX AND INTERPRETATION OF Ā-ADJUNCTIONS

Order No. DA8419200

WHITNEY, ROSEMARIE, PH.D. *University of Washington*, 1984. 251pp. Chairperson: Joseph Emonds

Much of the work done in recent theories of natural language syntax has concentrated on the properties of empty categories, particularly on traces of moved NP's. (See, for example, Chomsky, 1973, 1976, 1981; Friedin & Lasnik, 1981). In general, traces are bound anaphora. However, Chomsky (1976) notes that traces of wh-movement may be bound only in a non-argument position outside the sentence. He claims that these wh-traces are in fact variables bound to a quantifier.

My dissertation claims that traces should be divided, not between wh-traces and others, but between those left by movements to argument (A–) positions and those left by movements to non-argument (Ā–) positions. I argue that traces of movements to Ā-positions pattern like wh-trace in a number of ways with respect to phonology, morphology, and semantics.

If the theory is accepted that wh-traces and other Ā-traces are of the same type, an interesting question arises with respect to the exact behavior of these traces at logical form. Since the unique behavior of wh-traces is thought to derive from their status as variables, it would seem appropriate to state that the traces of all Ā-movements are variables. However, it is not obvious that the antecedents of a range of Ā-movements are in any sense quantifiers.

This problem can be handled elegantly using the NP-structure framework of van Riemsdijk & Williams (1981). The syntactic and phonological facts about Ā-movements can be predicted utilizing a level of NP-structure. Also, the interpretation of movements to Ā-positions will automatically take place at a different level from quantifier interpretation, and hence it is not necessary to conflate Ā-moved constituents and natural language quantifiers.

THE EFFECT OF PICTURES ON WORD ACQUISITION AND COMPREHENSION IN BEGINNING READING

Order No. DA8419738

WOODS, ALICE NICHOLS, PH.D. *University of South Florida*, 1984. 131pp. Major Professor: Donald D. Neville

The purpose of this study was threefold: (a) to investigate the effect of pictures on learning words in beginning reading using a paradigm incorporating strategies similar to those found in commonly used basal series; (b) to investigate the cumulative effect of learning new words, taught with or without pictures, followed by a story to be read which included or excluded pictures; and (c) to generate data that could be generalized to the selection of reading material for the beginning reader.

Subjects were 120 first graders, 40 each from a high, middle, and low socioeconomic school in a large Florida school district. In the first of two experiments, subjects from each school meeting specific criteria were stratified by race and sex and randomly assigned to a picture or no picture treatment group where they were taught seven new words. Initial Posttest I followed which consisted of word alone.

Subjects in the second experiment were the same subjects as those of the first experiment; however, they were again stratified and randomly assigned, 10 each, to four new continuing groups from the original picture/no picture treatment groups. After reading a story silently, the subjects were administered a short comprehension test. Posttest II was given the following day with the Posttest III administered one week later.

Data were analyzed using an analysis of variance followed, when warranted, by Tukey's Test for comparison of treatment means. All data were evaluated at the 0.01 alpha level of significance.

A nonsignificant *F* was noted for treatment groups across all tests. It was also found that neither race, sex, nor school-socioeconomic levels interacted significantly with any treatment or combined treatment. The only significant *F* found was for a main effect for school-socioeconomic levels with the low school-socioeconomic subjects scoring significantly lower than the subjects from the other two schools.

It would appear that the inclusion or exclusion of pictures has little or no effect upon learning isolated words or comprehending a story. In fact, only one variable investigated in this study had any effect on achievement at all, i.e., socio-economic level.

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